

Minnie Hughes Elementary

8548 Willtown Road
Hollywood, SC 29449

Grades	PK-5 Elementary School	
Enrollment	151 Students	
Principal	Marguerite S. Middleton	843-889-2976
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	30	41	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

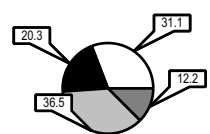
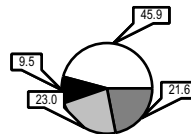
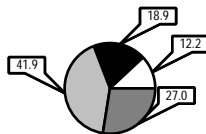
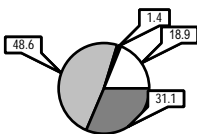
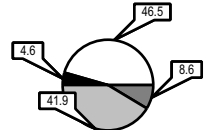
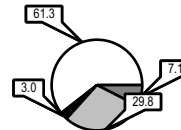
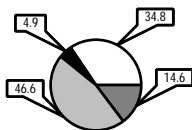
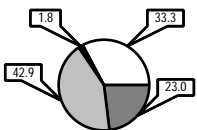
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	76	98.7	17.8	49.3	31.5	1.4	42.5	Yes	Yes
Gender									
Male	42	100.0	12.5	57.5	30.0	0.0	37.5		
Female	34	97.1	24.2	39.4	33.3	3.0	48.5		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	73	98.6	18.3	47.9	32.4	1.4	43.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	70	100.0	19.1	48.5	30.9	1.5	42.6		
Disabled	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	75	98.7	18.1	48.6	31.9	1.4	43.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	98.7	18.1	48.6	31.9	1.4	43.1		
Socio-Economic Status									
Subsidized meals	73	98.6	17.1	50.0	31.4	1.4	42.9	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	76	98.7	11.0	42.5	27.4	19.2	58.9	Yes	Yes
Gender									
Male	42	100.0	10.0	40.0	30.0	20.0	62.5		
Female	34	97.1	12.1	45.5	24.2	18.2	54.5		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	73	98.6	11.3	42.3	26.8	19.7	59.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	70	100.0	10.3	41.2	27.9	20.6	60.3		
Disabled	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	75	98.7	11.1	43.1	26.4	19.4	58.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	98.7	11.1	43.1	26.4	19.4	58.3		
Socio-Economic Status									
Subsidized meals	73	98.6	10.0	44.3	27.1	18.6	58.6	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	76	98.7	45.2	23.3	21.9	9.6	31.5
Gender							
Male	42	100.0	40.0	25.0	25.0	10.0	35.0
Female	34	97.1	51.5	21.2	18.2	9.1	27.3
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	73	98.6	45.1	23.9	21.1	9.9	31.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	70	100.0	45.6	22.1	22.1	10.3	32.4
Disabled	6	83.3	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	75	98.7	45.8	23.6	20.8	9.7	30.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	98.7	45.8	23.6	20.8	9.7	30.6
Socio-Economic Status							
Subsidized meals	73	98.6	45.7	24.3	21.4	8.6	30.0
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	76	98.7	30.1	37.0	12.3	20.5	32.9
Gender							
Male	42	100.0	25.0	40.0	12.5	22.5	35.0
Female	34	97.1	36.4	33.3	12.1	18.2	30.3
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	73	98.6	31.0	35.2	12.7	21.1	33.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	70	100.0	29.4	36.8	11.8	22.1	33.8
Disabled	6	83.3	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	75	98.7	30.6	36.1	12.5	20.8	33.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	98.7	30.6	36.1	12.5	20.8	33.3
Socio-Economic Status							
Subsidized meals	73	98.6	31.4	35.7	12.9	20.0	32.9
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	24	95.8	N/A	39.1	47.8	13.0	60.9
	4	30	100.0	30.0	46.7	20.0	3.3	23.3
	5	47	100.0	30.4	63.0	6.5	N/A	6.5
	6	47	100.0	57.4	38.3	4.3	N/A	4.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	25	96.0	4.5	27.3	63.6	4.5	68.2
	4	24	100.0	16.7	70.8	12.5	0.0	12.5
	5	27	100.0	29.6	48.1	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	24	100.0	8.3	16.7	20.8	54.2	75.0
	4	30	100.0	20.0	46.7	16.7	16.7	33.3
	5	47	100.0	28.3	58.7	8.7	4.3	13.0
	6	47	100.0	40.4	36.2	23.4	N/A	23.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	25	96.0	9.1	13.6	27.3	50.0	77.3
	4	24	100.0	12.5	50.0	37.5	0.0	37.5
	5	27	100.0	11.1	59.3	18.5	11.1	29.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	25	96.0	9.1	13.6	50.0	27.3	77.3
	4	24	100.0	62.5	20.8	12.5	4.2	16.7
	5	27	100.0	59.3	33.3	7.4	0.0	7.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	25	96.0	0.0	22.7	22.7	54.5	77.3
	4	24	100.0	41.7	54.2	4.2	0.0	4.2
	5	27	100.0	44.4	33.3	11.1	11.1	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 151)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	Down from 7.5%	3.9%	3.0%
Attendance rate	96.3%	Down from 96.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 3.4%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%	Down from 3.4%	5.9%	3.2%
Eligible for gifted and talented	0.0%	Down from 6.2%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	Down from 2.0%	7.8%	8.2%
Older than usual for grade	0.7%	Down from 2.6%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	69.2%	Up from 45.5%	50.0%	52.6%
Continuing contract teachers	76.9%	Up from 72.7%	77.3%	83.3%
Highly qualified teachers	91.7%	Down from 100.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 11.8%	3.1%	0.0%
Teachers returning from previous year	78.1%	Down from 79.3%	82.6%	87.0%
Teacher attendance rate	97.6%	Up from 96.7%	94.9%	95.0%
Average teacher salary	\$43,529	Up 8.0%	\$40,404	\$41,703
Prof. development days/teacher	23.8 days	Up from 13.4 days	14.2 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 12.8 to 1	16.4 to 1	18.8 to 1
Prime instructional time	93.4%	Up from 92.7%	88.9%	89.8%
Dollars spent per pupil*	\$7,196	Up 6.2%	\$7,566	\$6,242
Percent of expenditures for teacher salaries*	65.9%	Up from 62.7%	63.2%	65.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	96.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school report card represents the joint effort of our School Improvement Council and faculty. We view this report card as an opportunity to give the community information on our successes and challenges.

We are proud to report that our test scores for year six of PACT have revealed continuous gains. Both English Language Arts and Mathematics scores in grades 3, 4, and 5 have revealed progressive movement of students from Below Basic to Basic, Proficient, and/or Advanced. This progress is largely attributed to the implementation in grades K-5 of best instructional practices across the curriculum, increased time for math and science instruction, and continuous emphasis on staff development. Because we are located at least 30 miles from Charleston, distance is a factor which presents a challenge for us in attracting and retaining young and talented teachers.

Parent, staff, and student surveys reveal overall satisfactory ratings by all populations served. As we plan for continued student progress, we have entered an alliance with the Edison Corporation, and expect even greater gains. In addition to effective instructional delivery, we will emphasize active parental involvement and student discipline. We continue to ask and expect parents to read to and with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, etc.

We know that all students can learn and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal

Peggy A. Godfrey, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	28	24
Percent satisfied with learning environment	91.7%	100.0%	95.8%
Percent satisfied with social and physical environment	91.7%	100.0%	95.8%
Percent satisfied with school-home relations	63.6%	92.6%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.